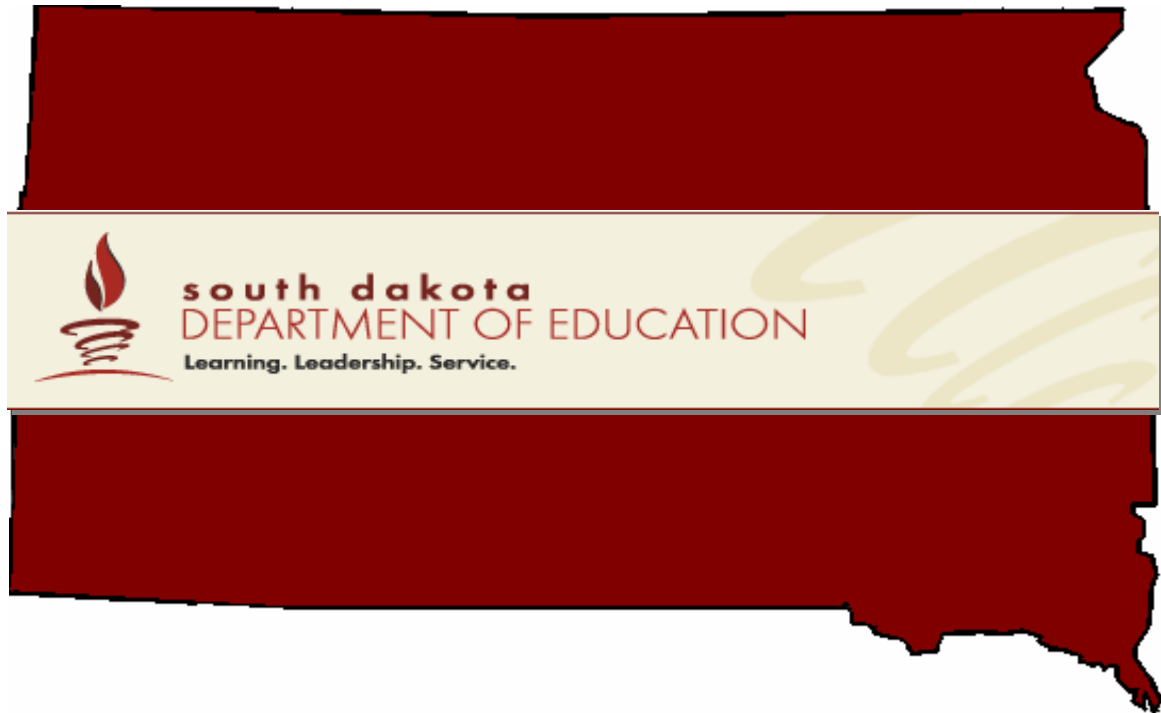


Annual Report



2007-2008

South Dakota Special Education
Advisory Panel on Students with
Disabilities

Governor's Special Education Advisory Panel on Students with Disabilities

It is the mission of Special Education Programs to assure that children with disabilities receive a free and appropriate public education in the least restrictive environment. Special Education Programs accomplishes this mission through professional development trainings, technical assistance and monitoring of special education services provided by public school districts and agencies. Special Education Programs supports South Dakota public schools in their efforts to adopt exemplary teaching practices that lead to enhanced teaching and learning experiences for children with disabilities.



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

South Dakota Department of Education

700 Governor's Drive

Pierre, SD 57501

(605) 773-3678

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Letter from the Chairperson

To the Governor and Friends of Education in South Dakota:

The State Special Education Advisory Panel was established to advise State agencies regarding the education of all eligible children with disabilities. The panel's purpose and recommendations for the 2007-2008 academic year are included in this report.

The Panel is composed of individuals who are knowledgeable about the services and supports available to children and families through South Dakota's educational system. The panel includes:

Special Education Advisory Panel

Ms. Lisa Heckenlaible,
Chair
Ms. Heather Stettinichs,
Vice Chair

Ms. Karn Barth
Mr. Todd Christensen
Ms. Michele Cogley
Dr. Clayton Cooch
Mr. Jim Dunston
Ms. Gail Eichstadt
Mr. Bernie Grimme
Ms. Nicole Haneke
Ms. Peggy Hargens
Ms. Judy Hoscheid
Ms. Laura Johnson-Frame
Mr. Mark Krogstrand
Mr. Greg Riley
Ms. Elaine Roberts
Ms. Nora Svatos

- Parents of children with disabilities (ages birth - 26)
- Individuals with disabilities
- Teachers
- Representatives of institutions of higher education that prepare special education and related services personnel
- State and local education officials
- Administrators of programs for children with disabilities
- Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities
- Representatives of private school and public charter schools
- At least one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities
- Representatives from the State juvenile and adult corrections agencies
- A member who represents homeless children
- Representative from State child welfare responsible for foster care

This diverse team of people, working together with many other stakeholders around the State of South Dakota, has addressed issues related to the education of children with disabilities. We are pleased to be meaningful partners and advisors with the South Dakota Department of Education as well as other State agencies.

As the Panel and its Education Committee gather around the state, we meet to: address our panel priorities, advise the State of unmet needs in the education of children with disabilities and in developing and implementing policies relating to the

coordination of services for children with disabilities, comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities, provide advice to the State staff in developing evaluations and reporting on data to the Secretary of Education, advise the State in developing corrective action plans to address findings identified in Federal monitoring, and review all final due process officer findings and decisions.

As we plan our 2008-2009 panel priorities, we are committed to maintaining our strong relationship and look forward to advising the State toward an educational system that meets the needs of all its children with disabilities.

Sincerely,

Lisa Heckenlaible
Chair

Letter from the Vice Chairperson

To the Governor of South Dakota

The South Dakota Special Education Advisory Panel on Students with Disabilities was established to advise the Special Education Program's staff regarding the education of students with disabilities in South Dakota. The purpose, activities and recommendations of the Advisory Panel are included in this annual report.

The Advisory Panel is composed of individuals who are knowledgeable and care about the services and supports that are available to children and families in the state. The Panel consists of parents of students with disabilities, agency leaders, special educators, general educators, university faculty and state department personnel.

South Dakota's Advisory Panel meets four times per year in different areas of the state. Each meeting is open to the public. Various topics have been addressed over the past year, including retention of related services personnel, highly-qualified teachers, Response to Intervention, Positive Behavior Interventions and Supports, state performance plan, child find, Indicator 14 and the annual performance report to name a few.

The Advisory Panel looks forward to continued collaboration with Special Education Programs to ensure that all children in South Dakota receive a free and appropriate public education in the least restrictive environment.

Heather Stettinichs, Vice-Chairperson



The South Dakota Advisory Panel

The South Dakota Advisory Panel is composed of individuals from around the state who are selected by the Governor of South Dakota to advise the Department of Education, Special Education Programs (SEP) on issues related to students with disabilities.

In compliance with this responsibility the panel conducts public meetings throughout the state. During this year, the panel has met in Rapid City, Chamberlain, Sioux Falls, and Pierre.

The panel's role as a stake holder group for the State Performance Plan and the Annual Performance Report is vital. The SEP wishes to thank the panel for their assistance and guidance.

Among the other issues addressed by the panel includes the declining special education and related service providers throughout the state. Further, the panel has directed the SEP to improve the information provided to parents by the districts.

Requirements in the Administrative Rules of South Dakota

24:05:14:18.State advisory panel -- General.

The department shall establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the state.

24:05:14:19. State advisory panel -- Membership.

The advisory panel must consist of members appointed by the Governor, or any other official authorized under state law to make such appointments, be representative of the state population, and be composed of individuals involved in, or concerned with, the education of children with disabilities, including:

- (1) Parents of children with disabilities, ages birth through 26;
- (2) Individuals with disabilities;
- (3) Teachers;
- (4) Representatives of institutions of higher education that prepare special education and related services personnel;
- (5) State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007;

- (6) Administrators of programs for children with disabilities;
- (7) Representatives of other state agencies involved in the financing or delivery of related services to children with disabilities;
- (8) Representatives of private schools;
- (9) Not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities;
- (10) A representative from the state child welfare agency responsible for foster care; and
- (11) Representatives from the state juvenile and adult corrections agencies.

A majority of the members of the panel must be individuals with disabilities or parents of children with disabilities, ages birth through 26.

24:05:14:20. State advisory panel -- Duties.

The advisory panel shall:

- (1) Advise the department of unmet needs within the state in the education of children with disabilities;
- (2) Comment publicly on any rules proposed by the department related to the education of children with disabilities;
- (3) Advise the department in developing evaluations and reporting on data to the U.S. Secretary of Education under section 618 of the IDEA;
- (4) Advise the department in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the IDEA; and
- (5) Advise the department in developing and implementing policies related to the coordination of services for children with disabilities.

Panel Responsibilities

1. Advise the SEA of unmet needs within the State in the education of children with disabilities.
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities.
3. Advise the SEA in developing evaluations and reporting on data to the Secretary under section 618 of the Act.
4. Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act.
5. Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.
6. Review and comment on final due process hearing findings and decisions.
7. Advising on eligible students with disabilities in adult prisons. The advisory panel also shall advise on the education of eligible students with disabilities who have been convicted as adults and incarcerated in adult prisons.



Membership

Name: Lisa Heckenlaible Chairperson Representation: Special Education Teacher Address: Mitchell, SD Term Ends: 6/30/2009	Name: Heather Stettinichs Vice Chairperson Representation: Parent Address: Sioux Falls, SD Term Ends: 6/30/2009	Name: Todd Christensen Representation: Special Education Administrator Address: Rapid City, SD Term Ends: 6/30/2010
Name: Karn Barth Representation: Special Education Administrator Address: Garretson, SD Term Ends: 6/30/2009	Name: Dr. Greg Cooch Representation: Higher Education Preparer of Special Education and Related Service Providers Address: Spearfish, SD Term Ends: 6/30/09	Name: Jim Dunston Representation: State Juvenile Corrections Address: Custer, SD Term Ends: 6/30/2009
Name: Gail Eichstadt Representation: Parent Address: Pierre, SD Term Ends: 6/30/2009	Name: Bernie Grimme Representation: Transition and State Agency Responsible for Financing and Delivering Related Services. Address: Pierre, SD Term Ends: 6/30/2009	Name: Nicole Haneke Representation: Parent Address: Canton, SD Term Ends: 6/30/2009
Name: Peggy Hargens Representation: Parent Address: Wessington Springs Term Ends: 6/30/2010	Name: Judy Hoscheid Representation: State Child Welfare Agency responsible for Foster Children Address: Pierre, SD Term Ends: 6/30/2009	Name: Laura Johnson-Frame Representation: McKinney-Vento Address: Pierre, SD Term Ends: 6/30/2009
Name: Mark Krogstrand Representation: Individual with a Disability, Administrator Address: Aberdeen, SD Term Ends: 6/30/2010	Name: Greg Riley Representation: Private School Address: Rockerville, SD Term Ends: 6/30/2008	Name: Elaine Roberts Representation: Parent Connection Address: Sioux Falls, SD Term Ends: 6/30/2009
Name: Nora Svatos Representation: Parent Address: Lake Andes, SD Term Ends: 6/30/2009	Name: Michele Cogley Representation: Parent Address: Spearfish, SD Term Ends: 6/30/2009	Name: Ann Larsen Representation: State Director of Special Education Address: Pierre, SD Term Ends: Appointed
Name: Raymond Tracy Representation: Program Specialist, SDDOE Address: Pierre, SD Term Ends: Staff	Name: Merle Doolittle Representation: Secretary, SDDOE Address: Pierre, SD Term Ends: Staff	

Panel Priorities

- State Performance Plan (SPP)
- Child Find
- Ensuring quality service providers are available to children with disabilities

Priority 1- State Performance Plan

Member Participants: Bernie Grimme, Gail Eichstadt, Jim Dunston, Laura Johnson-Frame, and Karn Barth

The group concluded that making the State Performance Plan a panel function.

The group also discussed the importance of accurate data.

Outcome:

Data will drive what our outcomes will be, with the ultimate goal being continuous improvement for children with special needs.

Activities:

- ❖ Technical Assistance
- ❖ In-services on Student Information Management System (SIMS) data
- ❖ Look at data and advise the Special Education Programs (SEA) on activities and targets.
- ❖ Technical assistance for new members. State Performance Plan, Timelines, and Office of Special Education Programs (OSEP) monitoring for example.

Indicators:

The Advisory Panel shall give input and comments for the State Performance Plan.

Results:

Panel members will increase their knowledge and understanding of the State Performance Plan.

Congratulations to **Dr. Greg Cooch** for his being selected to present South Dakota's Indicator 14 data during the Secondary Transition Planning Institute on May 7, 2008 in Charlotte, NC.



Priority 2 - Child Find

Member Participants:

Greg Cooch, Lisa Heckenlaible, Greg Riley, Mark Krogstrand, Elaine Roberts, and Judy Hoscheid

It was determined that Child Find should remain a priority. The group discussed the importance of ensuring all students are identified properly in the state. They also addressed the possible under-identification of students (students qualifying under the category of emotional disturbed as an example). Service provider problems were also a topic of discussion.

Implementation:

- ❖ Educating schools and parents on child find, especially emotional disturbance, through the Educational Service Agencies (ESAs).
- ❖ Data driven decision making
 - Reviewing existing data
 - Comparing South Dakota to other states
 - Monitoring baseline data for interventions
- ❖ Addressing behavioral intervention training.
- ❖ Coordinating with mental health regarding best practices.
- ❖ Early intervention data for emotional issues
 - Age when identified
- ❖ Relation with money and the need for emotional services.

Outcome:

There will be consistent identification to ensure children in need of special education are recognized early and special education services are appropriately provided.

Activities:

- ❖ Increase public awareness to parents and professionals concerning early identification efforts.
- ❖ Generate information through a variety of media regarding early identification screening.
- ❖ Provide data to parents and professionals regarding identification and service provision to children with disabilities.
- ❖ Coordinate with other state agency advisory panels to develop consistent methods of identification of children with disabilities.
- ❖ Disseminate consistent criteria to all school districts.

Indicators:

The number of children identified occurs earlier in age than present data shows.

Results:

- ❖ When using consistent methods of identification of children with disabilities, appropriate services are provided to meet the needs of the child.
- ❖ Early intervention takes place for children with disabilities.

Priority 3 - Ensuring Quality Service Providers

Member Participants:

Nora Svatos, Todd Christensen, Nicole Haneke, Heather Stettinichs, Michele Cogley, and Peggy Hargens

The group determined that ensuring quality service providers are available in the state to provide special education and related services should remain a priority.

Outcome:

The number of qualified applicants for special education teaching and related services positions will increase and the knowledge base of current providers will broaden.

Activities:

- ❖ Randomly survey school districts on how they handle recruitment and retention of special education and related service providers.
- ❖ Presentation to the Advisory Panel by Teacher Certification Director.
- ❖ Present to the panel the results and recommend appropriate needs for general education teachers to take more special education courses.
- ❖ Presentation to the panel by representatives from universities on the preparedness of special education and related service providers

Indicators:

The number of applicants for special education positions shall increase within the next three years. The number of current service providers who receive additional training in special education shall increase.

Number of certificates and number of highly qualified teachers.
Teacher preparation programs and student loan forgiveness.

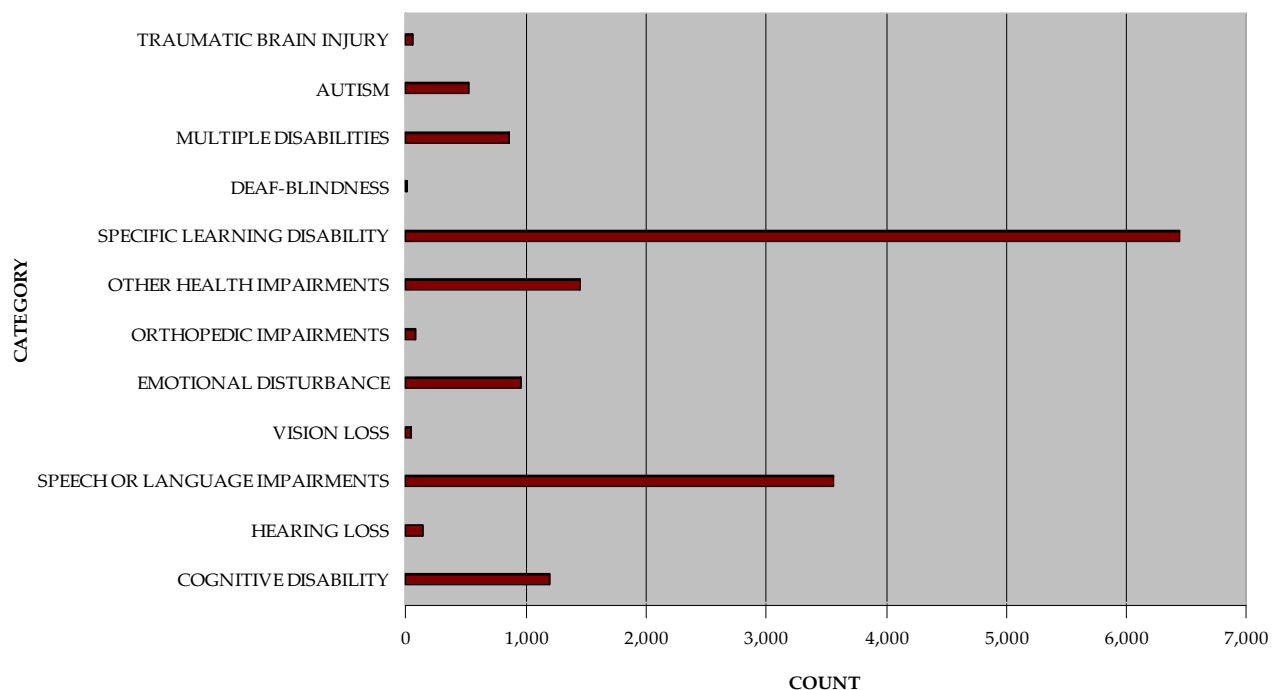
Results:

- ❖ The number of qualified applicants for special education jobs will increase.
- ❖ There will be a reduction in the turnover of special education teachers and service providers.
- ❖ General education teachers will have a broader knowledge of special education and/or children with disabilities.
- ❖ College curriculum for teacher training will be based on the rising needs of:
 1. Children with disabilities,
 2. School districts, and
 3. The public



Child Count in Special Education

2007 CHILD COUNT 6-21



COGNITIVE DISABILITY	1,189
HEARING LOSS	136
SPEECH OR LANGUAGE IMPAIRMENTS	3,566
VISION LOSS	40
EMOTIONAL DISTURBANCE	958
ORTHOPEDIC IMPAIRMENTS	76
OTHER HEALTH IMPAIRMENTS	1,447
SPECIFIC LEARNING DISABILITY	6,443
DEAF-BLINDNESS	1
MULTIPLE DISABILITIES	853
AUTISM	523
TRAUMATIC BRAIN INJURY	56



Meeting Dates 2007-2008

October 18th and 19th, 2007

Black Hills Children's Home - Rapid City, SD

January 10th and 11th, 2008

Oacoma Community Center - Oacoma, SD

April 24th and 25th, 2008

Sanford School of Medicine, Health Science Center - Sioux Falls, SD

June 20th, 2008

South Dakota High School Activities Association - Pierre, SD



20 Indicators in the State Performance Plan (SPP)

- Indicator 1** — Improving graduation rates for students with disabilities
- Indicator 2** — Decreasing dropout rates for students with disabilities
- Indicator 3** — Ensuring all students with disabilities participate in statewide Assessments
- Indicator 4** — Reducing suspension and expulsion rates for students with disabilities
- Indicator 5** — Providing services for students with disabilities in the least restrictive environment.
- Indicator 6** — Providing preschool children with disabilities services in the least restrictive environment
- Indicator 7** — Improving cognitive and social outcomes for preschool children with disabilities
- Indicator 8** — Improving parent involvement in their child’s special education program
- Indicator 9** — Reducing disproportionality of cultural groups in special education
- Indicator 10** — Reducing the number of students from other cultures in certain disability categories
- Indicator 11** — Improving efforts to locate, evaluate, and serve students with disabilities
- Indicator 12** — Ensuring a smoother transition from preschool programs to school-based programs
- Indicator 13** — Improving transition services for students with disabilities at the secondary level, i.e., 16+ years
- Indicator 14** — Improving the outcomes for students moving from secondary to postsecondary activities
- Indicator 15** — Making sure school districts correct noncompliance areas in the special education program within one year
- Indicator 16** — Ensuring complaints filed by parents and other agencies are completed in a 60-day period
- Indicator 17** — Ensuring due process hearings are completed in a 45-day period
- Indicator 18** — Increasing the use of resolution sessions to resolve due process hearings
- Indicator 19** — Increasing the use of mediation to resolve differences with the school
- Indicator 20** — Making sure the data used by the State is valid, reliable, and accurate

Activities

October 2007

State Performance Plan
Determinations from 2007 Submission To Office of Special Education Programs
The panel was provided with copy of the determination letter from the Office of Special Education Programs. The letter contained the performance of the state on each of the required indicators from the 2007 submission on February 1 st .
District Determinations
In the presentation, the panel was informed that districts will be more accountable for their data. Districts will be monitored based upon the submitted data, to ensure compliance. The focus of the monitoring will be on districts policies, procedures, and data collection methodology.
What will be expected of the Advisory Panel?
The Advisory Panel will serve as advisors to the state office. OSEP requires the panel participate in the monitoring process.
The panel discussed and asked questions about the SPP/APR. The panel reviewed the targets and activities. At this time, the panel will offer more comment and suggestion on targets and activities when the panel reviews the 2008 SPP/APR submission in January 2008. The SEA will use panel input on targets and activities prior to final submission on February 1, 2008.

Office of Special Education Program's New Monitoring
What will be the focus of the visit?
The panel was presented documents provided by OSEP on the focus monitoring that will be conducted upon OSEP's next visit to South Dakota. The focus of the visit will be on the performance and fiscal data collected by the SEP.
District Determinations
In the presentation, the panel was informed that districts will be more accountable for their data. Districts will be monitored based upon the submitted data, to ensure compliance. The focus of the monitoring will be on districts policies, procedures, and data collection methodology.
What will be expected of the Advisory Panel?
The Advisory Panel will serve as advisors to the state office. OSEP requires the panel participate in the monitoring process.
Panel Recommendations and Discussion
The panel discussed and asked questions about the SPP/APR. The panel reviewed the targets and activities. At this time, the panel will offer more comment and suggestion on targets and activities when the panel reviews the 2008 SPP/APR submission in January 2008. The SEA will consider panel input on targets and activities prior to final submission on February 1, 2008.

January 2008

RTI Pilot Sites
Presented by Barb Boltjes, Contracted Staff Overseeing RTI, SD Dept. of Education
Barb presented an overview of the pilot sites. She discussed the training that staff have received to conduct progress monitoring and the status of the pilot sites. The Panel also was shown the state web page showing the current plan and other resources. The web page can be found at http://doe.sd.gov/oess/specialed/forms/Rtl/index.asp

Indicator 14
Dr. Greg Cooch, Professor, Black Hills State University, discussed the following items with the panel:
Baseline data collected over the past year for Indicator 14.
The panel was provided with information on the policies, practices and procedures used in the data collection method.
Taskforce recommendations
The panel discussed the indicator, baseline, targets, and performance data.

State Performance Plan and Annual Performance Report Update
Presented by Ann Larsen and Raymond Tracy, SD DOE
Ann discussed the States performance over the past year. The SEA provided the panel with data on each indicator, the state performance on each indicator, and explanations for either slippage or exceeding established targets. The SEA also requested input from the panel on activities, establishing targets and make recommendations on the SPP and the APR.
Panel Recommendations and Discussion
The panel discussed targets, performance, activities about the SPP/APR. The panel reviewed the SPP/APR. The panel offered comment, established activities on specific indicators, and made suggestions on targets and activities. The SEA recorded the panel input on targets and activities prior to final submission on February 1, 2008.

Responses by Parents on Indicator 8 Survey
Presented by Susan Wagner, Mountain Plains Regional Resource Center
Susan provided the panel with data collected over the previous data collection period. The state has improved in the responses collected from parents. The panel asked questions on state and district performance.
Panel Recommendations and Discussion
The panel recommended that the districts with low response rates be notified. Districts with a high response rate and high performance rate should be provided certificate. The panel also considered activities to improve parental involvement.

Indian Education in South Dakota
Presented by Keith Moore, Director of Indian Education, SD DOE
Keith presented on the data collected on student performance from around the country. This comparison also contained explanations for declining student performance and activities to improve student performance.
Panel Recommendations and Discussion
The panel asked questions and raised possible discussion issues for the future. The panel expressed concerns about improving student performance and expressed their appreciation for Keith's presentation.

April 2008

Positive Behavior Intervention and Supports
Presented by Rebecca Cain, Special Education Programs, SD Dept. of Education
The presentation informed the panel of the statewide initiative on positive behavioral interventions and supports (PBIS) which is comprised of a broad range of systemic school-wide, group, and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. PBIS is not a specific "model" but a compilation of effective practices, interventions, and systems change strategies that have been proven to be empirically effective and efficient. Rebecca continued to present on the status of the current pilot sites and the new pilot sites.
Panel Recommendations and Discussion
The panel asked many questions about the data collection process and the outcomes associated with that data. Parent involvement in the process was also a point of discussion. The panel appreciated the presentation and would like further updates in the future on the progress in the pilot schools and the data collected.

State Performance Plan (SPP) and Annual Performance Report (APR) Update
Presented by Ann Larsen and Raymond Tracy, SD DOE
Ann updated the panel on the 2008 submission. The 2008 APR was submitted on time to OSEP. Recently, OSEP released its preliminary findings to the State Education Agencies (SEAs.) The state was given one week to make corrections and include data requested by OSEP. Ann also discussed the outcomes of the panel suggestions. The panel suggested an improvement in Parent Involvement (Indicator 8). Further, Ann discussed the final determination letter from OSEP will arrive in June 2008. The Panel will be given a report on those determinations at the June 20 th meeting in Pierre, SD.
Panel Recommendations and Discussion
The Panel asked question about specific indicators, corrections and activities. The panel appreciated the report by the Department and look forward to the Determination letter in June.

Response to Intervention: Pilot Sites	
Jennifer Bauer-Fuhr	West Central School District
Jolene Keckler	West Central School District
Merle Horst	Brandon Valley Elementary
Kristi Wallin	Lennox School District
Kari Oyen	Lennox School District
<p>The presenters provided the panel with an update on the activities occurring within their districts as RTI pilot sites. The panel asked many questions about the roles of parents in the process, eligibility, and the effects on child count. The panel greatly appreciates the presentation by the various districts and thanks them for their services to children.</p>	

Transition Advantage
Presented by Betty Twiss, Director of Transition Advantage
<p>Betty presented the transition advantage program to the panel. It was started by the East Dakota Education Cooperative with assistance from Brandon Valley, Lennox and West Central school districts. The Transition Advantage Program helps young adults ages 18-21 who require assistance and support while pursuing transition goals. It is a community-based program assisting in employment and independent living skills through the IEP team process. Students may work on jobs and job training, community participation, home living, and education.</p>
Panel Recommendations and Discussion
<p>The panel asked many questions and offer their thanks to the cooperative, the districts and Betty Twiss for their time and creation of this program.</p>

Assistive Technology in South Dakota
Presented by Dave Scherer, Dakota Link
<p>Dave presented to the panel of the assistive technology Dakota Link has provided to individuals with various needs in South Dakota. Through a grant from Special Education Programs, Dakota Link has been able to purchase and update assistive technology which districts, parents, and individuals may borrow to try out assistive devices before purchase. Further, Dave described a lending network that allows individuals to obtain assistive technology.</p>
Panel Recommendations and Discussion
<p>The Panel discussed the many opportunities that Dakota Link offers. The panel wishes to thank Dave and Dakota Link for their services to individuals with special needs.</p>

South Dakota Parent Connection
Presented by Elaine Roberts, South Dakota Parent Connection
Elaine provided the panel with information about Parent Connection. Further, she explained the roles and responsibilities of the Parent Navigator Program. Elaine discussed the grant application to Special Education Programs and the support provided to parents of children with disabilities.
Panel Recommendations and Discussion
The panel was interested in Elaine's presentation and thanks her and Parent Connection for all they do work students with disabilities and their families.

June 2008

McKinney Vento Act
Presented by Laura Johnson Frame, Title Programs, SD Dept. of Education
Laura provided an overview of the McKinney Vento Act. Currently, there are an estimated 1200 students in South Dakota who are considered homeless based upon the federal definition. These students have been appropriately identified and are receiving services. The presentation also included information from the federal technical assistance center located at http://www.serve.org/nche/states/state_resources.php
Panel Recommendations and Discussion
The information provided an outlook on the current homeless student rate in South Dakota. The panel is concerned with the numbers of students who are homeless. The panel asked what can be done. At this time, districts are working hard to provide the needed services. It is important that school officials across the state identify those students who meet the criteria, use the appropriate funds to support those students and report data to the state. Data collected by the state is sent to the US Department of Education and assists in the determination of future funding for these students.

Transition
Presented by Melissa Flor, Special Education Programs, SD Dept. of Education
Melissa discussed the ongoing activities with transition in South Dakota. With continued training and assistance to students, families, and districts by our Transition Liaisons there is improvement in the area of transition.
Panel Recommendations and Discussion
The panel was interested in the Department of Education's presentation, asked many question and thanked Special Education for all they do work students with disabilities and their families.

Accountability
Presented by Angela Boddicker, Special Education Programs, SD Dept. of Education
The Accountability Manual is almost done. The Education. Specialists met in April 2008 and we went over data to determine which schools need to be visited next year. Approximately 25 schools were identified for various reasons depending on what the targets were for the Indicators.
Panel Recommendations and Discussion
The panel was interested in the Department of Education's presentation, asked many question and thanked Special Education for all they do work students with disabilities and their families.

Assessment
Presented by Linda Turner, Special Education Programs, SD Dept. of Education
<p>The results of an accommodation study conducted in spring of 2007 to present are being shared through professional development opportunities to improve the selection, documentation, and evaluation of accommodations. Through the study it was note that for particular disability categories and accommodations there was a disconnect in what was being done for instruction and statewide assessment. This was most noted in the area of read aloud accommodations, there were about 40% of students receiving the read aloud accommodation that were not given the accommodation during instruction but it was used for assessment or where it was used for instruction but not given for assessment. Changes in the monitoring process by special education programs and through the office of curriculum technology and assessment have been adapted to have a greater focus on the appropriate use of accommodations.</p> <p>The Dakota STEP and STEP-A for reading, math, and science will have an additional submission of evidence to Peer Review this summer. Much work has been done to receive federal approval of our assessment system. Approval is expected after this submission.</p>
Panel Recommendations and Discussion
<p>The panel was interested in the Department of Education’s presentation, asked many question and thanked Special Education for all they do work students with disabilities and their families.</p>

Early Childhood
Presented by Elizabeth Gordon Special Education Programs, SD Dept. of Education
<p>Early Childhood Listserv: An early childhood listserv has been set up for teachers. Teachers who have attended any of the Battelle, Early Literacy, and/or Behavior Workshops have automatically been added.</p> <p>Center for Early Literacy Learning (CELL): The Department of Education 619, Head Start, and DSS Child Care have received a Center for Early Literacy Learning (CELL) grant from the Federal Government. The purpose of the grant is to provide South Dakota Early Childhood teachers and Care Providers with a consistent statewide message on the importance of early literacy learning for our children. The center will be assisting SD in developing statewide training for teachers, as well as the production and dissemination of evidence based training materials within the area of Early Literacy. A resource team has been developed, by the state department, consisting of early child teachers, providers, University faculty, and parents. The resource team will meet (approx.) 4-5 times a year collaborating and forming ideas to meet the goals of the project.</p> <p>The kick off meeting was held at the South Dakota Association for the Education of Young Children (SDAEYC) Conference in Sioux Falls in April where a representative from CELL presented.</p>
Panel Recommendations and Discussion
<p>The panel was interested in the Department of Education’s presentation, asked many question and thanked Special Education for all they do work students with disabilities and their families.</p>

NIMAS and NIMAC
Presented by Dan Boyd, South Dakota State Library
The panel was updated on NIMAC and NIMAS in South Dakota by Dan Boyd. There are currently just over 60 publishers who are providing the state library with electronic files. Many students across the state are using Braille, large print, or audio books. The average costs per book range from \$2500 to \$72 depending upon the format. The state also participates in an intra library loan system with other states to defer costs. To learn more about NIMAC and NIMAS visit the American Federation for the Blind at www.AFB.org .
Panel Recommendations and Discussion
The panel appreciates the information provided by Dan. Dan has been a key participant in South Dakota as a provider of services to the Blind and Visually Impaired.

Special Education Certification
Presented by Melody Schopp, Office of Accreditation and Teacher Quality, SD Dept. of Education
Update on Teacher Certification, Special Education staff and Related Service providers, and Federal Title II Review was presented to the panel. During the presentation the panel learned of the requirements for teacher certification and highly qualified status.
Panel Recommendations and Discussion
The panel discussed the update and the impact that has occurred on special education and related service personnel shortages. The panel wishes to thank Melody Schopp and the Office of Accreditation and Teacher Quality for their time.

State Performance Plan & Annual Performance Report Update
Presented by Ann Larsen Special Education Programs, SD Dept. of Education
2008 Determination Letter from OSEP and the Report Response Table was presented to the panel. The panel was very please with South Dakota's performance. South Dakota has to address some issues identified by OSEP. The panel made recommendations and congratulated Special Education Programs.
Panel Recommendations and Discussion
The panel was interested in the Department of Education's presentation, asked many question and thanked Special Education for all they do work students with disabilities and their families.

Letters



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

JUN 6 2008

Honorable Rick Melmer
Secretary
South Dakota Department of Education
700 Governors Drive
Pierre, South Dakota 57501-2291

Dear Secretary Melmer:

Thank you for the timely submission of South Dakota's FFY 2006 Annual Performance Report (APR) and revised State Performance Plan (SPP) under Part B of the Individuals with Disabilities Education Act (IDEA), as amended in 2004. We also acknowledge the revisions to South Dakota's SPP and APR received on April 14, 2008. We appreciate the State's efforts in preparing these documents.

The Department has determined that, under IDEA section 616(d), South Dakota meets the requirements of Part B of the IDEA. The Department's determination is based on the totality of the State's data and information including the State's FFY 2006 APR and revised SPP, other State-reported data, and other publicly available information. See the enclosure entitled "How the Department Made Determinations under Section 616(d) of the IDEA in 2008" for further details.

Specific factors affecting OSEP's determination that South Dakota met requirements under IDEA section 616(d) include: (1) South Dakota provided valid and reliable FFY 2006 data reflecting the measurement for each indicator; and (2) South Dakota reported correction or high levels of compliance for Indicators 9, 10, 11, 12, 13, 15, 16, and 17. We commend South Dakota for its performance.

The enclosed table provides OSEP's analysis of the State's FFY 2006 APR and revised SPP and identifies, by indicator, OSEP's review of any revisions made by the State to its targets, improvement activities (timelines and resources) and baseline data in the State's SPP. It also identifies, by indicator, the State's status in meeting its targets, whether the State's data reflect progress or slippage, and whether the State corrected noncompliance and provided valid and reliable data.

As you know, your State must report annually to the public on the performance of each local educational agency (LEA) located in the State on the targets in the SPP under IDEA section 616(b)(2)(C)(ii)(I). In addition, your State must review LEA performance against targets in the State's SPP, determine if each LEA meets the requirements of the IDEA and inform each LEA of its determination. For further information regarding these requirements, see the SPP/APR Calendar at <http://spp-apr-calendar.trcfnetwork.org/>. Finally, if you included revisions to baseline, targets or improvement activities in your APR submission, and OSEP accepted those revisions, please ensure that you update your SPP accordingly and that the updated SPP is made available to the public.

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Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

Page 2 – Chief State School Officer

OSEP is committed to supporting South Dakota's efforts to improve results for children with disabilities and looks forward to working with your State over the next year. If you have any questions, would like to discuss this further, or want to request technical assistance, please do not hesitate to call Tony G. Williams, your OSEP State Contact, at 202-245-7577.

Sincerely,


William W. Knudsen
Acting Director
Office of Special Education Programs

Enclosures

cc: State Director of Special Education

South Dakota Fiscal Year 2006 State Performance Plan/Annual Performance Report Response Table

Monitoring Priorities and Indicators	Status of APR Data/SPP Revision Issues	OSEP Analysis/Next Steps
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.</p> <p>[Results Indicator]</p>	<p>The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State's FFY 2006 reported data for this indicator are 79.4%. These data represent slippage from the FFY 2005 data of 82.6%.</p> <p>The State did not meet its FFY 2006 target of 81%.</p>	<p>OSEP looks forward to the State's data demonstrating improvement in performance in the FFY 2007 APR, due February 1, 2009.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.</p> <p>[Results Indicator]</p>	<p>The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State's FFY 2006 reported data for this indicator are 4.07%. These data represent slippage from the FFY 2005 data of 3.9%.</p> <p>The State met its FFY 2006 target of 4.8%.</p>	<p>OSEP appreciates the State's efforts to improve performance.</p>
<p>3. Participation and performance of children with disabilities on statewide assessments:</p> <p>A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.</p> <p>[Results Indicator]</p>	<p>The State's FFY 2006 reported data for this indicator are 99.39% for reading and 98.79% for math.</p> <p>These data represent progress from the FFY 2005 data of 98.8% for reading and progress from the FFY 2005 data of 97.6% for math.</p> <p>The State met its FFY 2006 target of 96% for reading and met its FFY 2006 target of 96% for math.</p>	<p>OSEP appreciates the State's efforts to improve performance.</p>
<p>3. Participation and performance of children with disabilities on statewide assessments:</p> <p>B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.</p> <p>[Results Indicator]</p>	<p>The State's FFY 2006 reported data for this indicator are 99.43% for reading and 99.54% for math.</p> <p>These data represent progress from the FFY 2005 data of 99.10% for reading and progress from the FFY 2005 data of 99.17% for math.</p> <p>The State met its FFY 2006 target of 98.2% for reading and met its FFY 2006 target of 98.4% for math.</p>	<p>OSEP appreciates the State's efforts to improve performance.</p>

Monitoring Priorities and Indicators	Status of APR Data/SPP Revision Issues	OSEP Analysis/Next Steps																												
<p>3. Participation and performance of children with disabilities on statewide assessments:</p> <p>C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.</p> <p>[Results Indicator]</p>	<p>The State’s reported data for this indicator are:</p> <table><tr><th>Grades</th><th>FFY 2005 Data</th><th>FFY 2006 Data</th><th>FFY 2006 Target</th><th>FFY 2005 Data</th><th>FFY 2006 Data</th><th>FFY 2006 Target</th></tr><tr><td></td><td colspan="3">Reading</td><td colspan="3">Math</td></tr><tr><td>K – 8</td><td>53.07%</td><td>56%</td><td>82%</td><td>40.05%</td><td>41.93%</td><td>65%</td></tr><tr><td>9 – 12</td><td>21.03%</td><td>20.05%</td><td>72%</td><td>11.68%</td><td>15.43%</td><td>54%</td></tr></table> <p>These data represent progress in part and slippage in part from the FFY 2005 data.</p> <p>The State did not meet its FFY 2006 targets.</p>	Grades	FFY 2005 Data	FFY 2006 Data	FFY 2006 Target	FFY 2005 Data	FFY 2006 Data	FFY 2006 Target		Reading			Math			K – 8	53.07%	56%	82%	40.05%	41.93%	65%	9 – 12	21.03%	20.05%	72%	11.68%	15.43%	54%	<p>OSEP looks forward to the State’s data demonstrating improvement in performance in the FFY 2007 APR, due February 1, 2009.</p>
Grades	FFY 2005 Data	FFY 2006 Data	FFY 2006 Target	FFY 2005 Data	FFY 2006 Data	FFY 2006 Target																								
	Reading			Math																										
K – 8	53.07%	56%	82%	40.05%	41.93%	65%																								
9 – 12	21.03%	20.05%	72%	11.68%	15.43%	54%																								
<p>4. Rates of suspension and expulsion:</p> <p>A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and</p> <p>[Results Indicator]</p>	<p>The State’s FFY 2006 reported data for this indicator are 0.6%. These data remain unchanged from the FFY 2005 data of 0.6%.</p> <p>The State met its FFY 2006 target of 1.80%.</p> <p>The State reported that the one finding of noncompliance identified in FFY 2005 related to this indicator was corrected in a timely manner.</p>	<p>OSEP appreciates the State’s efforts to improve performance.</p> <p>In reporting on this indicator in the FFY 2007 APR, due February 1, 2008, the State must describe the results of the State's examination of data from FFY 2007 (2007-2008).</p>																												
<p>4. Rates of suspension and expulsion:</p> <p>B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity. [Results Indicator]</p>	<p>Reporting on Indicator 4B was not required for the FFY 2006 APR.</p>																													

Monitoring Priorities and Indicators	Status of APR Data/SPP Revision Issues	OSEP Analysis/Next Steps																
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Results Indicator]</p>	<p>The State’s reported data for this indicator are:</p> <table><thead><tr><th></th><th>FFY 2005 Data</th><th>FFY 2006 Data</th><th>FFY 2006 Target</th></tr></thead><tbody><tr><td>A. Removed from regular class less than 21% of the day.</td><td>65%</td><td>65.65%</td><td>64%</td></tr><tr><td>B. Removed from regular class greater than 60% of the day.</td><td>6.5%</td><td>6.73%</td><td>7%</td></tr><tr><td>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</td><td>3.3%</td><td>3.15%</td><td>4.3%</td></tr></tbody></table> <p>These data represent progress for 5A and 5C and slippage for 5B from the FFY 2005 data.</p> <p>The State met its FFY 2006 targets.</p>		FFY 2005 Data	FFY 2006 Data	FFY 2006 Target	A. Removed from regular class less than 21% of the day.	65%	65.65%	64%	B. Removed from regular class greater than 60% of the day.	6.5%	6.73%	7%	C. Served in public or private separate schools, residential placements, or homebound or hospital placements.	3.3%	3.15%	4.3%	<p>OSEP appreciates the State’s efforts to improve performance.</p>
	FFY 2005 Data	FFY 2006 Data	FFY 2006 Target															
A. Removed from regular class less than 21% of the day.	65%	65.65%	64%															
B. Removed from regular class greater than 60% of the day.	6.5%	6.73%	7%															
C. Served in public or private separate schools, residential placements, or homebound or hospital placements.	3.3%	3.15%	4.3%															
<p>6. Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).</p> <p>[Results Indicator]</p>	<p>Reporting on Indicator 6 was not required for the FFY 2006 APR.</p>																	

Monitoring Priorities and Indicators	Status of APR Data/SPP Revision Issues	OSEP Analysis/Next Steps																								
<p>7. Percent of preschool children with IEPs who demonstrate improved:</p> <p>A. Positive social-emotional skills (including social relationships);</p> <p>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and</p> <p>C. Use of appropriate behaviors to meet their needs.</p> <p>[Results Indicator; New]</p>	<p>The State’s FFY 2006 reported progress data for this indicator are:</p> <table><tr><th>06-07 Preschool Outcome Progress Data</th><th>Social Emotional</th><th>Knowledge & Skills</th><th>Appropriate Behavior</th></tr><tr><td>a. % of preschoolers who did not improve functioning</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>b. % of preschoolers who improved but not sufficient to move nearer to functioning comparable to same-aged peers.</td><td>0%</td><td>4.17%</td><td>12.5%</td></tr><tr><td>c. % of preschoolers who improved to a level nearer to same-aged peers but did not reach it.</td><td>8.33%</td><td>25%</td><td>20.83%</td></tr><tr><td>d. % of preschoolers who improved functioning to reach a level comparable to same-aged peers.</td><td>29.17%</td><td>41.67%</td><td>25%</td></tr><tr><td>e. % of preschoolers who maintained functioning at a level comparable to same-aged peers.</td><td>62.5%</td><td>29.17%</td><td>41.67%</td></tr></table> <p>The State provided improvement activities for this indicator covering the remaining years of the SPP.</p>	06-07 Preschool Outcome Progress Data	Social Emotional	Knowledge & Skills	Appropriate Behavior	a. % of preschoolers who did not improve functioning	0%	0%	0%	b. % of preschoolers who improved but not sufficient to move nearer to functioning comparable to same-aged peers.	0%	4.17%	12.5%	c. % of preschoolers who improved to a level nearer to same-aged peers but did not reach it.	8.33%	25%	20.83%	d. % of preschoolers who improved functioning to reach a level comparable to same-aged peers.	29.17%	41.67%	25%	e. % of preschoolers who maintained functioning at a level comparable to same-aged peers.	62.5%	29.17%	41.67%	<p>The State reported the required progress data and improvement activities. The State must provide progress data with the FFY 2007 APR, due February 1, 2009, and baseline data and targets with the FFY 2008 APR, due February 1, 2010.</p>
06-07 Preschool Outcome Progress Data	Social Emotional	Knowledge & Skills	Appropriate Behavior																							
a. % of preschoolers who did not improve functioning	0%	0%	0%																							
b. % of preschoolers who improved but not sufficient to move nearer to functioning comparable to same-aged peers.	0%	4.17%	12.5%																							
c. % of preschoolers who improved to a level nearer to same-aged peers but did not reach it.	8.33%	25%	20.83%																							
d. % of preschoolers who improved functioning to reach a level comparable to same-aged peers.	29.17%	41.67%	25%																							
e. % of preschoolers who maintained functioning at a level comparable to same-aged peers.	62.5%	29.17%	41.67%																							
<p>8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p> <p>[Results Indicator]</p>	<p>The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State’s FFY 2006 reported data for this indicator are 75.3%. These data represent progress from the FFY 2005 data of 62.2%.</p> <p>The State met its FFY 2006 target of 62.7%.</p>	<p>OSEP appreciates the State’s efforts to improve performance.</p>																								

Monitoring Priorities and Indicators	Status of APR Data/SPP Revision Issues	OSEP Analysis/Next Steps
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>The State revised its FFY 2005 data, its criteria for determining disproportionate representation and the improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State's FFY 2006 reported data for this indicator are 0.6%. These data represent slippage from the revised FFY 2005 data of 0%.</p> <p>The State did not meet its FFY 2006 target of 0%.</p>	<p>OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the State to include in the FFY 2006 APR, due February 1, 2008, baseline data from FFY 2005 on the percent of districts identified with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification and describe how the State made that determination, e.g., monitoring data, review of policies, practices and procedures, etc. The State was also required to provide data, in its FFY 2006 APR, on the percent of districts identified in FFY 2006 with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification and describe how the State made the determination, even if the determination occurs in the fall of 2007. The State provided the required information.</p> <p>OSEP noted that the State used the phrase "potential disproportionate representation" to describe those districts with disproportionate representation but without a determination of whether it was the result of inappropriate identification. OSEP interpreted this phrase to mean districts with disproportionate representation that was potentially the result of inappropriate identification. OSEP strongly suggests that this phrasing be revised to accurately report the status of the district.</p> <p>OSEP appreciates the State's efforts and looks forward to reviewing data in the FFY 2007 APR, due February 1, 2009 that demonstrate that the State has in effect policies and procedures as required by 34 CFR §300.173 and that the LEAs identified in FFY 2006 as having disproportionate representation of racial or ethnic groups in special education and related services that was the result of inappropriate identification are in compliance with the requirements of 34 CFR §§300.111, 300.201 and 300.301 through 300.311.</p>

Monitoring Priorities and Indicators	Status of APR Data/SPP Revision Issues	OSEP Analysis/Next Steps
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator]</p>	<p>The State revised its FFY 2005 data, its criteria for determining disproportionate representation and the improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State's FFY 2006 reported data for this indicator are 0.61%. These data represent slippage from the FFY 2005 data of 0%.</p> <p>The State did not meet its FFY 2006 target of 0%.</p>	<p>OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the State to include in the FFY 2006 APR, due February 1, 2008, baseline data from FFY 2005 on the percent of districts identified with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification and describe how the State made that determination, e.g., monitoring data, review of policies, practices and procedures, etc. The State was also required to provide data, in its FFY 2006 APR, on the percent of districts identified in FFY 2006 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification and describe how the State made the determination, even if the determination occurs in the fall of 2007. The State submitted the required information.</p> <p>OSEP noted that the State used the phrase "potential disproportionate representation" to describe those districts with disproportionate representation but without a determination of whether it was the result of inappropriate identification. OSEP interpreted this phrase to mean districts with disproportionate representation that was potentially the result of inappropriate identification. OSEP strongly suggests that this phrasing be revised to accurately report the status of the district.</p> <p>OSEP appreciates the State's efforts and looks forward to reviewing data in the FFY 2007 APR, due February 1, 2009, that demonstrate that the State has in effect policies and procedures as required by 34 CFR §300.173 and that the LEAs identified in FFY 2006 as having disproportionate representation of racial or ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements of 34 CFR §§300.111, 300.201 and 300.301 through 300.311.</p>

Monitoring Priorities and Indicators	Status of APR Data/SPP Revision Issues	OSEP Analysis/Next Steps
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator]</p>	<p>The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State's FFY 2006 reported data for this indicator are 98.05%. These data represent slippage from the FFY 2005 data of 99.86%.</p> <p>The State did not meet its FFY 2006 target of 100%.</p> <p>The State reported that one of three districts with findings of noncompliance identified in FFY 2005, demonstrated 100% compliance for FFY 2006. For the other two districts, the State reported that for FFY 2006, one demonstrated 97% compliance and the other 96%. The State reported that the noncompliance was not systemic, and that "both districts will have a desk audit conducted during the 07-08 school year, address the noncompliance in a corrective action plan and submit periodic progress throughout the 07-08 data collection period."</p>	<p>The State reported that noncompliance identified in FFY 2005 with the timely evaluations requirements in 34 CFR §300.301(c) (1) was partially corrected. The State must demonstrate, in the FFY 2007 APR, due February 1, 2009, that the uncorrected noncompliance was corrected.</p> <p>OSEP appreciates the State's efforts and looks forward to reviewing in the FFY 2007 APR, due February 1, 2009, the State's data demonstrating that it is in compliance with the requirements in 34 CFR §300.301(c)(1), including reporting correction of the noncompliance identified in the FFY 2006 APR.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>The State's FFY 2006 reported data for this indicator are 100%. These data remain unchanged from FFY 2005 data of 100%.</p> <p>The State met its FFY 2006 target of 100%.</p>	<p>OSEP appreciates the State's efforts in achieving compliance with the early childhood transition requirements in 34 CFR §300.124(b).</p>
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator]</p>	<p>The State's FFY 2006 reported data for this indicator are 48%. These data represent slippage from the FFY 2005 data of 63.9%.</p> <p>The State did not meet its FFY 2006 target of 100%.</p> <p>The State reported that "[a]ll of the FFY 2005 school districts with noncompliance on Indicator 13 completed corrective actions and were in compliance within the one year timeframe."</p>	<p>The State reported that noncompliance identified in FFY 2005 with the secondary transition requirements in 34 CFR §300.320(b) was corrected in a timely manner.</p> <p>The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to provide data in the FFY 2007 APR, due February 1, 2009, demonstrating that the State is in compliance with the requirements in 34 CFR §300.320(b), including reporting correction of the noncompliance identified in the FFY 2006 APR.</p>

Monitoring Priorities and Indicators	Status of APR Data/SPP Revision Issues	OSEP Analysis/Next Steps
<p>14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.</p> <p>[Results Indicator; New]</p>	<p>The State provided baseline data, targets and improvement activities for this indicator in its SPP and OSEP accepts the SPP for this indicator.</p> <p>The State's FFY 2006 reported baseline data for this indicator are 84%.</p>	<p>OSEP looks forward to reviewing the State's data in the FFY 2007 APR, due February 1, 2009.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>The State's FFY 2006 reported data for this indicator are 98.94%. These data represent progress from the FFY 2005 data of 69.26%.</p> <p>The State did not meet its FFY 2006 target of 100%.</p> <p>For the two districts with uncorrected noncompliance, the State reported, under Indicator 11, that the noncompliance was not systemic and that "both districts will have a desk audit conducted during the 07-08 school year, address the noncompliance in a corrective action plan and submit periodic progress throughout the 07-08 data collection period."</p>	<p>OSEP appreciates the State's efforts and looks forward to reviewing in the FFY 2007 APR, due February 1, 2009, the State's data demonstrating that the State timely corrected noncompliance identified in FFY 2006 (2006-2007) under this indicator in accordance with 20 U.S.C. 1232d(b)(3)(E) and 34 CFR §§300.149 and 300.600.</p> <p>In addition, in responding to Indicators 9, 10, 11, and 13 the State must specifically identify and address the noncompliance identified in this table under those indicators.</p>



Monitoring Priorities and Indicators	Status of APR Data/SPP Revision Issues	OSEP Analysis/Next Steps
<p>16. Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.</p> <p>[Compliance Indicator]</p>	<p>The State's FFY 2006 reported data for this indicator are 100%. These data are based on one complaint. These data remain unchanged from the FFY 2005 data of 100%.</p> <p>The State met its FFY 2006 target of 100%.</p>	<p>OSEP appreciates the State's efforts in achieving compliance with the timely complaint resolution requirements in 34 CFR §300.152.</p>
<p>17. Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.</p> <p>[Compliance Indicator]</p>	<p>The State's FFY 2006 reported data for this indicator are 100%. These data are based on one hearing. These data remain unchanged from the FFY 2005 data of 100%.</p> <p>The State met its FFY 2006 target of 100%.</p>	<p>OSEP appreciates the State's efforts in achieving compliance with the timely due process hearing resolution requirements in 34 CFR §300.515.</p>
<p>18. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.</p> <p>[Results Indicator]</p>	<p>The State reported that no resolutions sessions were held during the reporting period.</p>	<p>OSEP looks forward to reviewing the State's data in the FFY 2007 APR, due February 1, 2009.</p>
<p>19. Percent of mediations held that resulted in mediation agreements.</p> <p>[Results Indicator]</p>	<p>The State reported that no mediations were held during the reporting period.</p>	<p>OSEP looks forward to reviewing the State's data in the FFY 2007 APR, due February 1, 2009.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Compliance Indicator]</p>	<p>The State's FFY 2006 reported data for this indicator are 100% for timeliness and 96.6% for accuracy.</p> <p>The State met its FFY 2006 target of 100% for timeliness and did not meet its FFY 2006 target of 100% for accuracy.</p>	<p>OSEP appreciates the State's efforts and looks forward to reviewing in the FFY 2007 APR, due February 1, 2009, the State's data demonstrating that it is in compliance with the timely and accurate data requirements in IDEA sections 616 and 618 and 34 CFR §§76.720 and 300.601(b).</p>

